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THE CAMPING MAGAZINE



FEATURING

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Parents' Issue

VOLUME XIII

NUMBER 3

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The Camping Magazine

MARCH, 1941

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Character Under the X-Ray

By

C. M. Chester

Chairman, General Foods Corporation

MY Uncle Guy led an epic life. He was the best shot in the Navy. He taught me how to shoot—but he taught me a good deal more than that, as you shall see.

On the historic grounds at Annapolis, where I was born, he was Admiral Luther Guy Billings, U.S.N. But to me he was "Uncle Guy, Outdoorsman Extraordinary."

When I was 14, he took me into the Maryland hunting country to shoot quail. He let me carry his gun. The brambles scratched my face, hands, legs. "Jiminy, ouch!" Uncle Guy was grimly silent. That evening, making camp, I spilled a pail of water, knocked over some biscuit dough, stumbled backward and nearly fell in the fire, bruising my left hand on some firewood. "Oh—ouch," I yelped.

Uncle Guy did not move an eyelash. "What?" I was puzzled. "I said, 'Ouch,' it hurt." He said, "H'm!"

It must have been a half hour later that Uncle Guy spoke again. I'll never forget it.

"Camping," he said, whittling a stick, "is the best way to get the true picture of a man. It's not like a camera, lad. A camera only sees you as the world sees you. The picture can be retouched and prettified . . . Now camping, that's more like an X-ray photograph. It goes clear through—into your lights and liver."

"If you mean my saying 'Ouch'—"

"Like an X-ray," he went on. "Camping exposes a man's character quicker than anything else. Tells us, right off, if a man's got fortitude, a good brave heart, stamina . . . The stuff our pioneers had, to survive their ordeal in the wilderness."

"Camping, lad, is a challenge. Camping asks a man: 'With comforts gone, what do you say? With cold and wet, physical hardships and a strain of nerve and muscle, what sort of face do you put on? With companions dependent upon you, what comradeship

do you provide?' Camping is a sure test—a wonderful test."

The firelight sparkled in my eyes. He spoke with great gentleness and truth. Finally I said, "I won't say 'Ouch' again." He chuckled my shoulder.

"Supper's ready. Smells mighty good too. Are you as hungry as I am?"

* * *

Since those dim, wonderful days I have hunted, fished, and camped in various parts of the United States, Canada, and Europe, and no matter how raw the life, how disagreeable at times the inconveniences, I tried to keep faith with Uncle Guy; I tried not to let my companions, at least, hear a single plaintive "Ouch." It is a good rule for all-round living.

I wouldn't say I am an outstanding woodsman, by any means. True, I have made about eight trips in the Canadian woods after lake trout, moose, and deer, many trips to the South Carolina reserves for quail and ducks, to Long Island waters for more duck and sailfish, and Scotland for grouse. But business activities and responsibilities have kept me from practice in outdoor skills.

Yet I cherish my camping jaunts highly. They replenish a city man.

I feel so well in the woods . . . the detached, stimulating atmosphere, the freedom from worries, the stimulus to physical activity, the stirring test of a man's resourcefulness, courage, stamina, cooperative spirit, and spunk.

Wealth and position—they mean nothing in a camping party. It is the inner man that counts. It's character that makes for inspiring comradeship. Uncle Guy, I know now, was right.

After all, isn't it always *character* that means most in employing a man, in advancing him, or in judging the intrinsic worth either of an individual or a nation of people? Try the Camping Test. When you get them in the deep-tangled wildwood, you'll find out. And discover yourself too!



I SENT MY CHILDREN TO CAMP

By

Clara Savage Littledale

Editor, The Parents' Magazine

THIS year my son returned from his fifth summer at camp. Not the same camp for all five summers; in fact, the third camp, and he tells me he has his fourth camp already selected. This, it seems to me, is rather an extensive record of camping to be achieved by one who reached the age of thirteen only the other day. The title of this article was very kindly suggested by the Editor of this magazine. And knowing, from personal experience, how fond Editors are of their own titles I did not dream of suggesting another. But, in a way, I should have preferred the title, "I Exposed My Children to Camp." For that is just what happened. With Harold it took. With his sister it didn't. Which seems to me a very important fact about children and about camping, a point which parents as well as camp people should take into consideration.

I felt, six years ago, as I feel now, that it would be a great pity not to give a child a chance to sample the summer camp experience and find out what it held for him. Harold went early—when he was seven—because he very much wanted to go and because his sister was to be at a nearby camp. Other parents have asked me, since, whether sending a child to camp before he is ten or eleven isn't a mistake. "They're apt to get tired of it," several of these parents have said. "And then what do you do with them all summer?" Someway, we have never been faced with such a dilemma in our family. Both children have known what they wanted to do and we have helped them to do it. One wanted many summers of

camp, the other wanted other experiences. Which brings me back to the point I want to talk about—diversity of interests, personality and aptitudes in children and the fact that parents and camps should be well aware of such differences and plan accordingly.

My daughter went to camp, not very enthusiastically, for one month and that sums up her camping experience to date. The camp she attended was outstanding. Among its counselors was a young woman whom I shall never think of without affection and appreciation. She knew that not all children love games and sports, that a small girl may be terribly afraid of a horse, that some persons, even at twelve, are not too eager to be "one-of-the-crowd," will distrust the ready emotionalism of "camp spirit," "the old-school-tie" and other kindred reactions. Not that I'm belittling these. I am simply restating that good old bromide: It takes all kinds of people to make a world. My daughter still writes letters to that counselor. She still keeps in touch with the two Chinese girls whom she liked best of all the girls she met at camp that summer. I feel that month was worthwhile and am glad she had it.

Camp leaders themselves are now taking into consideration fundamental differences among young people. The programs of many camps have become flexible and individual enough to stimulate the interests and meet the needs of youngsters of very varied likes and abilities. The special camps—music camps, camps where arts of various kinds are em-

phasized, the camps that specialize in sailing or in foreign-language work, in dancing, seem to me a very excellent and wise development. What is more, they tend to lengthen many a child's camp experience. He may start out in an all-round camp atmosphere, find this just what he wants for several seasons and then as adolescence brings to the surface his individual interests and abilities, select a camp where these are given major attention.

Then, too, I think that those who are leaders in the camp field are probably aware of the fact that many young persons reach the point where a more adult atmosphere than that which exists in a camp for younger boys and girls is necessary if they are to fit in and be happy. They may still be in their early teens, but they do not want to be classed as children, and sent off as a group to be routinized and amused all summer. Even though they carry out the activities of camp they do not want to feel that what they do has all been planned for them. They want to exercise more initiative than is possible under such an arrangement.

I wonder whether some camp people are missing an opportunity by not realizing that children love to work. Given work that seems worthwhile to them, there is nothing that many a boy and girl enjoys more than pitching into it. The private camp may well ponder the example of some of the "work camps" and see whether here is an idea that has value for them. It is hard for today's youngster to find real work to do in the average home setting. If camp can meet this need it will be providing something fundamental for youth. As I write, I realize that there may be parents who would object to paying for a summer at camp and having their darlings put to work. I am reminded of a father who was rebuked for sending his daughter to a private school where she had certain household tasks. "Imagine paying all that money and then having Dorothy do housework!" exclaimed a critical friend. "Just think of being able to give Dorothy a chance to do some real work," exclaimed the father. "That's worth any amount of money!"

And I believe there are other parents like this one who are a little appalled at the wholesale way in which youth is endlessly kept busy with lessons in




Courtesy, The Joy Camps

music, dancing, riding or what not, with ready-made entertainment for the few leisure hours they have and no chance at all to try their hands at something that is really just good hard, but satisfying, physical work.

For boys and girls who are used to a stereotype school experience, camp can come as a superb release. Even the camp that puts a good deal of emphasis upon routine may be a thrilling and exciting experience for them, because of the outdoor living and the emphasis upon sports and good fun. But camp directors must be aware that boys and girls from more progressive schools tend to be a somewhat different type of camper. School has provided them with plenty of stimulation, with many opportunities for creative expression and for exercising initiative. These boys and girls may find camp a little dull unless it has a full and rich program with plenty of chance for creative work and a genuine appreciation of the young campers as individuals.

It is obvious to talk of the advantages which camp has to offer a youngster by way of companionship with others his own age; of a good camp's outstanding health values, of how camping stimulates good sportmanship and cooperation while it teaches children to swim, perhaps to ride or sail, to play tennis and to gain other desirable skills. All these are important. But even more important, is the atmosphere in which children live at camp. I remember a long discussion at one camp conference of how counselors at camp should approach behaviour problems presented by young campers. Almost before we knew it the whole meeting took on a psychiatric color, and the question seemed to be how camp heads and camp

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CAMP IS A SAFER PLACE THAN HOME

By

Ramone S. Eaton

American Red Cross

IT IS not unusual for a camp director to face the problem of answering a parent's questions as to the danger of sending a child away from the home environment for a camp period. This problem often is accentuated by the parent's belief that a camp presents greater hazards for the child than the home. While no dogmatic answer can be made to this assumption, statistics tend to show that a well-organized camp, operating under competent leadership, makes for a much safer environment than the average home or school life of today's youth.

This does not mean that a camp is immune from the accident problem, or that it is not a matter of grave concern to the camp director. On the contrary, every activity in the camp program, every phase of camp construction and maintenance, every outside trip contemplated must be carefully planned for safety if hazards are to be reduced to a minimum and accidents prevented.

In the face of our deep concern over the results of armed conflict abroad, as graphically portrayed by newsreels and newspapers, it is difficult to understand the complacency with which we view the accidental maiming and killing occurring

each day in homes in every part of the nation. Accidents took a toll of 93,000 lives in 1939 and there is every evidence that the record for 1940 will show an even greater loss of life. Most of us are conscious to some degree of this annual tragedy, but too often we are blinded to the whole problem by the greater publicity given to highway and industrial accidents. This casual attitude might be changed to one of deep concern if every household could be impressed with the fact that in some years more deaths and injuries happen in the home than on the highway or in industry. The 1939 record shows that 32,000 deaths and 4,700,000 injuries occurred in homes. Of these totals the largest percentages fall into two classifications: falls and burns. Although the principal

Photographs by Wallace M. B.



sufferers are the very young and the aged, the fact remains that, among children of camping age, accidents are the chief cause of death. This is true of the age level five to nine years, and of the age level ten to nineteen years. All this shows a picture sufficiently dark to suggest a need for more intelligent planning of a safer environment and a greater individual effort to prevent accidents in all fields.

Unfortunately, careful study of available data offers no hope of surcease from this constantly mounting tragedy.

The fact that the home is the scene of such a large proportion of the total number of accidents occurring each year, certainly is no reason in itself to suggest that a camp environment is a safer environment than the home. Camp for the child has far too many good things to offer in social recreational development to narrow our thinking to the suggestion of camp as a safe haven from the hazards of home and highway, or to the advantages of camp training in creating skills which in themselves will serve to make the child safe under any and all conditions of living, as important as this factor may be.

While several very adequate studies have been made of recreational accidents which cover trends and types of accidents similar to those which occur in camp, none of these gives a complete picture of the accident situation in our national camping program. The same may be said of the studies which have been made on safety in organized camps during recent years. The most valuable study made in this field continues to be the work of J. Edward Sanders, *Health and Safety in Organized Camps*, which was published by the National Bureau of Casualty and Surety Underwriters, New York, in 1931. Because of the paucity of information, sound comparisons with other accident fields cannot be made. Such comparisons would serve no useful purpose in this article, however, so they may be put aside for this time.

That accidents do occur in camps we know. That these accidents do not approach, either in point of severity or number, those in comparative fields could be proved, to the satisfaction of any seeking such information. Further, the self reliance, initiative and courage which should be enhanced and strengthened by a child's camp experience will affect their accident experience in other fields, and in adult life. This is a wholesome longtime result of an immediately worthwhile experience, and should appeal to the parent who is giving careful consideration to the selection of a camp. Certainly the intelligent parent is going to question the camp director or his agent on this matter of health and safety, and the good director will be prepared to discuss more than the factor of adequate medical and nursing service.

Let us consider for a moment some of the other factors with which the parent should be concerned. There are three phases of camp life which are likely

to be dangerous. They are (1) the dangers attendant to hikes and mountain trips, which include horseback riding, (2) the dangers of water accidents, and (3) the dangers arising from the use of kerosene, gasoline and other explosive and combustible materials.

Hiking, mountain climbing, and horseback trips are among the most important and interesting activities the camp program offers. They give opportunity for adventure, so lacking in the lives of today's youth, and offer preparation for the difficult world of tomorrow. That there are certain inherent dangers in these activities should not limit their range and scope, but rather should be a guide for planning these activities as a means of teaching safety and preventing accidents in these fields. A discussion of safety here should confine itself to the questions of adequate, well-trained leadership, careful selection of equipment, and good preparatory training. If the camp can assure these factors, a parent's fear that these activities might threaten his child's safety, will be abated.

The danger of water accidents is fairly well-known and has received more publicity and attention than any other safety problem in camping. Camping can point with pride to its achievements in water safety. Camps, in general, have an enviable record of safety in water sports. At the same time it must not be deduced from this, that the danger attendant to water sports is not present in every camp. The dangers exist but they can be minimized or eliminated entirely by efficient, well-planned waterfront construction and supervision, and these factors of safety strengthened by a well organized program. Most camps have adopted the standards of the American Red Cross for safety in water sports, and because of this can give the parent full assurances of safety in and on the water.

It is important that we recognize the third area of danger mentioned. A camp director needs constantly to be alert to the dangers incident to the use of kerosene, gasoline, and other combustibles and explosives.

Urban children grow up without having occasion to use these materials and as a result have little awareness of their explosive powers. The careful camp director, aware of this danger, is well qualified to provide needed safeguards.

Quite apart from the normal safeguards provided in the camp environment, and these safeguards are many and excellent, as the enviable accident record of camping shows, there is another factor which is almost overlooked by the parent. In the camp, almost every activity offers an opportunity for safety education. This safety education not only affects the accident proneness of the boy or girl while in camp, but as has been pointed out, has its influence on the child's activities at home, at school, and in the normal day-by-day doings of healthy active youth. It would be well for parents to inquire into the forms which

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Guest Editorial---

The United States Goes Camping

MOST of us have pleasant memories of some sort of camp life—either the informal jaunt of several youngsters to a favorite haunt, or an extended stay in a more ornate setting. Certainly the mention of camping calls up a personal picture in which are merged the joy of play and knowledge of fascinating things learned first hand.

In recent years increasing numbers of children, youth, and adults have had the fortunate experience of living, working, and playing together in camps. Some of these camps have had elaborate plants in magnificent locations; others were mere shacks on barren countryside; many were more or less permanent residence centers developed by the government such as the camps of the Civilian Conservation Corps and the National Youth Administration; others were day camps or summer residence camps, operated by private individuals, social or welfare agencies, or local communities. The encouraging growth of camps is abundant evidence that more and more of our people from all parts of the country and from all walks of life will in the future have the chance to live for a time in an invigorating outdoor environment.

Though camps may vary widely in facilities, organ-

By George F. Zook

President, American Council on Education

ization and even purpose, they all have one dominant responsibility. Regardless of the type of camp, each of them has an unusual opportunity to offer a desirable and stimulating educational, social and recreational experience to those who come to live together. Love of the outdoors, physical development, new manual skills, fellowship, educational and social growth, appreciation of and participation in a democratic way of life—should and do result for children or adults when the camp experience is of a high caliber. If one were asked to choose the most desirable objectives for camps, the development of tolerance and understanding of the viewpoints of other people, the development of work habits and skills, and the development of physical and mental health would stand high on the list. When camps operate with these goals in mind, they become valuable supplements to other social institutions—the home, the church and the school. It is encouraging to note that many camp leaders are working toward these important social objectives.

On the other hand, we in this country have before us the sobering picture of the changes in camps in many European nations. In the last twenty years we have seen camp movements which began with high objectives distorted and perverted to dangerous nationalistic ends. As private and public camps increase in this country, we can and must avoid the mistakes of Europe.

Is it not significant that we of the United States are today utilizing camp experience for hundreds of thousands of men as a vital part of our national defense program? The enactment of the Selective Service and Training Act of 1940 with the consequent placement of young men in military camps for one year offers a new challenge to those who have had broad experience in camp development and management. Army camps are necessarily different from educational and recreational camps. But many of the characteristics which private camps have aimed to develop are identical with the objectives of camps in the national defense broadly conceived. The American Camping Association has an unusual opportunity to make available to the many young men and women who may not be selected for military training a camping experience which will not only develop the individual but also contribute to national welfare.

STATEN AND JOY, NEW A.C.A. OFFICERS

Taylor Staten of Toronto, Canada, was elected President of the American Camping Association for a two-year period at the meeting of the Association in Washington on February 14th. Barbara Ellen Joy of Iowa City was elected Vice-President.

For many years Mr. Staten has been outstandingly prominent in camping and group work. He was Dominion Boys' Secretary for the Canadian Y.M.C.A. for many years, and more recently has directed Camp Ahmek in Algonquin Park, Canada. For several years he has been a member of the Executive Committee of the A.C.A. Since the beginning of the war, he has held the high position of World Chairman of the Boy's Work Committee of the World Alliance of the Y.M.C.A. with headquarters in Geneva, Switzerland. He has also been a member of the War Service Committee of the Canadian Y.M.C.A.

Barbara Ellen Joy, the director of the Joy Camps at Hazelhurst, Wisconsin, has been chairman of the Editorial Committee of *The Camping Magazine* for the past five years and has otherwise occupied a position of high prominence in camping nationally.

The election of Mr. Staten and Miss Joy has been hailed enthusiastically by camp directors everywhere. The conviction is universally expressed that they possess the personal qualifications to provide the type of leadership that the Association needs just at this moment.

Ten Tests for a Camp

By ELBERT K. FRETWELL

Associate Professor of Education, Teachers College, Columbia University

A CAMP for boys, or for girls, has definite and peculiarly favorable opportunities for education. In part these opportunities lie in camp environment, in the program, and in the attitude of the campers.

When our son is ready for camp, I shall propose certain specific tests for the camp I am considering. Among these tests, I have chosen ten—not necessarily in order of importance—to set down here.

First: Is he safe? Will my son return to me? What are the health requirements for campers, counselors, cooks, and the whole personnel of the camp? What is the physical environment and equipment? What are the provisions to prevent, or care for, possible illness or accident?

Second: Does the camp maintain a high level of physical vitality? Does it aid in developing hygienic habits of living? Does it enable campers to keep well, to have the power, speed, endurance, and nerve control necessary for working consistently on a high level of accuracy and efficiency?

Third: Does the camp furnish a favorable opportunity for developing through satisfying practice, the qualities of a good citizen? Is there provision for initiative, leadership, co-operation, and intelligent obedience to authority? Is courteous consideration of the rights and obligations of others a part of everyday living?

Fourth: What are the opportunities for having vital contact with real people? Are the leaders genuine—what they pretend to be? Is there a kind of high, joyous seriousness in the spirit of the camp? What kind of talk goes on in camp when the campers or counselors are just talking?

Fifth: Is the program of activities well planned? Does it provide for individual differences? Is there well regulated freedom, attractive activity, free from hurry, strain, worry and envy? Can the camper get his satisfaction out of worthwhile activity well done, rather than by surpassing somebody?

Sixth: Does the camp provide new, or supplementary outdoor experiences? Does he have new experiences with flowers, birds and bugs, wind, rivers, and trees, with mountains, plains, and the open sky? Are these experiences guided enough but not too much?

Seventh: Does the camper develop a larger repertory of sports in which he can participate with increasing skill and satisfaction? Are some of these sports those which he can carry on in later life? Does the camp help him to get out of the "dub" class in some activity?

Eighth: Does the camp foster the mental and emotional attitude of seeking, knowing, and understanding the beautiful? This beauty may be in generous, courteous, helpful acts, in music, in dramatics, in the rising sun or the starry heavens. Is the camp free from the hard-boiled attitude that considers a lover of the beautiful, a "sissy"?

Ninth: What is the spiritual attitude of the camp? Is it free from cynicism, and superficial, smart sophistication? Is there a spirit of reverence for the true, the beautiful and the good? Is there able, serious guidance in helping him think through the problems that confront him?

Tenth: Is the camp a happy place? Is there wholesome, manly comradeship free from sentimentality? Is there in everything the joy of being alive? Is there adventure and high daring in the fine art of living?

The one who takes from me my boy, or my girl, if I had one, must answer some such questions as I have set down.

Finally, is there some one specific person in the camp who is personally responsible for my boy day and night, asleep or awake? Who is he?

Elbert K. Fretwell



Photo by Hughes, Courtesy The Joy Camp

CONTINUING THE CAMP'S INFLUENCE AROUND THE YEAR

By
Ernest G. Osborne
Teachers College,
Columbia University

THERE are few of us, parents or camp directors, who think of the summer camp merely as a pleasant parking place for children. At times, indeed, it may serve that purpose. Families, unable to leave crowded and hot cities, are sure that their children will be happier somewhere in the country under the guidance of experienced camp leaders. But we hardly care to justify the camping movement on such a basis. No, camp directors feel sure that camping builds not only healthy bodies, but finer personalities, that it strengthens desirable characteristics and eliminates undesirable ones. Parents expect changes, too; from the development of better table manners and more effective work habits to the establishment of such basic qualities as initiative, responsibility, independence, and cooperation.

If we are entirely honest, and it is neither easy nor comfortable to be so, we must admit that we know very little about these carry-over effects of the camping experience. We have faith that fine things

happen but the evidence is not easy to marshal. Indeed, several modest investigations raise disturbing questions. One camp director¹ reports an informal survey of parent opinion as to the nature of lasting changes and finds that little or no carry-over was noted. A still larger number of parents whose opinions were gathered by questionnaire found it difficult to describe changes in children's attitudes and behavior three or four months after the camp season².

Obviously the boy or girl who learns to swim or play tennis at camp will retain such skills through the year. Parents know, however, that the youngster's proved ability to keep his clothing in order at camp may not be continued when he returns home, nor is it as common an experience as we would like to think for camp-developed self-sufficiency or for

¹ Lieberman, Joshua. "Home From Camp". *Child Study*. October, 1937.

² Unpublished data. New York City Y. M. C. A.

newly-gained cooperative attitudes to persist after "Johnny comes marching home".

If this is at all a fair picture of the situation, it is important to ask, "Wherein lies the difficulty? Aren't camp programs of the right sort? Or do parents spoil all the good results brought about by the camp experience?" It would be easy to assume that camping has all the answers to the proper guidance of children and to outline ways in which really conscientious parents should act so as to continue the beneficent influences of camp life. Far too many camp directors and counselors talk and act as though they believed this to be true.

Both parents and camp people need to concern themselves with the ways in which camping can have more enduring effects on the everyday attitudes and behavior of children. Since this issue of *The Camping Magazine* has been prepared primarily for parents, it is fitting to ask how we who send our children to camps may insure as much carry-over as possible. But here a warning note must be struck. Certain pertinent questions can be raised and suggestions can be made, but no precise set of directions or rules can be laid down.

First of all, what procedures should be used in selecting a camp? Far too often, the beautifully illustrated catalogue or the compelling "spiel" of the camp representative is the deciding factor. Answers to such questions as the following should supply a more intelligent basis for selection:

"What attempt does the camp make to learn something of the child's home and school experience? Is intelligent

Photo Camp Minocqua



Photo Camp Minocqua

interest shown in parents' analyses of the child's needs and their concerns for him?"

There are camp directors who see little value in such information. They honestly believe that their programs are good for all children and have little patience with those who think that programs should be modified to meet the needs of children. Others stress the importance of understanding the youngster's background and through personal conference or written records attempt to get a picture of his development as a basis for guidance.

"How does the camp propose to interpret the child's experience to parents?"

A few camps keep no records nor make reports of children's development to parents. In others, one finds great variation in practice. Rating schemes of all sorts, descriptive accounts and personal conferences are used singly or in combination.

"Is there any opportunity for parents to observe or to participate in camp activities?"

Many camps have regular visiting days during which there is a program of essentially "show-off" activities such as dramatics, track meets, water carnivals and other special events. Others carry on the regular activities but keep parents safely out of the way by regulations of one sort or another. Few make it possible for parents to see their boys and girls in normal camp activities. Fewer still find it possible to encourage participation of any sort. Nor is



Courtesy, The Joy Camps

the program often organized so that parents can discuss their children's progress with counselors or other staff members.

Here and there one finds camp directors who make every effort to help parents understand what is going on in camp. Regular activities are carried on during visiting days, or parents are encouraged to drop in at any time. Programs and staff responsibilities are flexible enough so that there is opportunity for conference and for participation in hikes, crafts, or ball games.

At least two major points of view are likely to be revealed by the questions just discussed. The first, and most common, assumes that lasting attitudes and behavior can be developed in children during the two-week or two-month camp period without taking the before and after effects of home, school, and community experience into account. The second also assumes that desirable changes in attitude and behavior can be effected by the camp experience but that they are likely to be lasting only if parents and teachers understand what has happened. Consequently every effort is made to bring about a closer relationship between the parents and the child's camp experience in some of the ways suggested above.

If we parents have selected a camp from which we can expect such cooperation, we must turn our attention to the part we have to play in order to continue the good work begun at camp. Robert Burns has said, "Oh wad some power the giftie gie us, to see oursels as others see us!" Perhaps we can't expect camps to go that far but they may help us see our children as others see them. It is so easy to under-value or over-value our own children's abilities. So easy, too, to use the same old disciplinary methods that have failed to work time and time again. Or we may be so anxious that these offspring butions than these increased insights. Many young-

of ours become fine, well-rounded persons that we try to force values and patterns of behavior on them that are quite inappropriate.

Camp leaders who have lived intimately with our children may have learned things about them that have entirely escaped us. A friendly discussion between counselor and parent should do much to develop new appreciations and understandings.

Then there are more concrete though perhaps less significant contri-

sters for the first time have become acquainted with others whose family interests and values differ considerably from theirs. It is easy for children to develop rather limited ideas of what is fitting and proper. The camp experience often broadens these ideas. But we parents must appreciate the importance of such experiences and consciously make it possible for our children to know more and different people if the broader horizons which camp has afforded are to be maintained. Interest in children's new friends, definite attempts to help them keep up contacts made at camp and to adventure in the understanding of those whose race, economic status, color and creed, differ from ours are all ways in which we can help carry on that which the camp has started.

The program of activities will have started new interests. Perhaps an evening out-of-doors with an astronomy enthusiast has developed an embryonic interest in stars and planets. Or the craft program has struck a spark that can be kept burning if we, too, are enthusiastic and help the youngster find ways to follow up his interest in carving, puppetry, metal work, or other crafts. Most counselors will be only too happy to assist by suggesting ways in which we can help maintain the active interests begun during the camp season.

The responsibility of a parent does not cease, therefore, when the camp has been selected, Johnny packed off, and the bi-monthly or monthly Sunday visit performed. Camp reports as to the personality characteristics of the child and recommendations for his guidance should be welcomed by parents, provisions should be made for planning a suitable winter program continuing those activities which caught the child's interest during the winter, and attempts to

(Continued on page 22)

The Other Horn of the Dilemma

A Frank Talk to Parents on a Camp Director's Problems

By

Frank H. Cheley

Director, Cheley=Colorado Camps

WE live in a day of dilemmas, so why should not camping have a dilemma or two worth considering? We believe that it has.

Much excellent material has been written, (and to a good purpose,) on the wise choosing of a camp; a half dozen widely used "yard sticks" have been arrived at and serve a fine purpose to this end.

Just as a parent may now expect safe water, inspected milk, and pure foods in almost any American city by public demand, so one may expect reasonable safety, health, competent leadership, and an adequate program from almost any summer camp operated under established, dependable auspices. Yet practically nothing has been said as to what a genuine, honest camp director should be entitled to expect from the camper and camp family to be served by way of understanding cooperation and partnership in camping as a mutual enterprise, and herein lies our dilemma.

Good and acceptable camping, if it is to live on and grow into its largest service (until there is "a camp for every child"), must become more and more a genuine, thorough-going partnership between director (and staff) and parent (and child). So that, not only does the camp director have inescapable responsibility to the camper and the camp family, but that same family and camper have also certain inescapable responsibilities to their chosen camp, its director and his staff if each is to best serve the other.

Every successful director must constantly deal with a great variety of problems that are at present quite entirely unknown to the average camp family, and that accounts pretty largely, after all is said and done, for the difference between a satisfactory camp (from the camper-parent point of view) and one unsatisfactory failure. Every experienced director knows this to be true to his very great regret. His job, by the popular parental conception, is to make good on all widely accepted standards as well as on all promises, real or implied, and when he does not (or for any reason cannot), alibis are rarely accepted. He and his camp are simply chalked up as undependable, undesirable, and a failure, when a little better under-

standing of what good camping involves on the part of the parent would have put an entirely different face on the matter.

The popular conception is that the camper-family purchases a service, and having paid for it, has a right to expect a high-class delivery—and then some. It has never occurred to many families, purchasing camp service at any level, that there are many elements involved in the highly complex camper-camp relationship that cannot be "bought and paid for" at all, but that can only be worked out on a genuine understanding and cooperative basis.

By all of which we simply mean that the average parent, using camper service at the present time, has little or no conception of the vast and complicated problems of a successful camp director over and above the apparent task of feeding, housing and wise programming for say, one hundred youngsters. And to the exact extent of this lack of knowledge on the part of the parent, camping is weakened and handicapped and many of its finest potential values lost to the camper. While it is the constant aim and desire of all worthy camp folk to "know the child and his or her problems", and just how the camp can best serve in given situations, it should be the *equal* concern of the really thoughtful parent to understand the problems of the director as found "behind the scenes" that so vitally affect the worthwhileness and permanent value of the camp service they have chosen.

What, then, are some of the "inside" problems of the director that constantly present a dilemma, that the parent should understand and accept as an inescapable part of good camping, no matter under whose auspices? Such a list would be long and would vary some as to locality, situation, and camping level being considered. Limited space here will permit discussion of but a few of these problems. But even that would be progress. So come, let us as director and parent reason a little together:

1.—*Every camp, basically, must be a mutually satisfactory business arrangement, profitable to all parties concerned.* Somebody has to pay the full cost for service rendered. To seek, or expect, *bargain* camping

at a below-cost figure is to "kid yourself". Camp costs involve so very much more than the actual food on the table and the program provided. There is the whole question of property investment and upkeep, necessary promotion costs, taxes of a dozen sorts, as well as general administration costs. Hundreds and hundreds of well-intentioned camps throughout the last ten-year period have gone "by the boards" simply because the director did *not* know how to figure these costs, in addition to board, lodging and program, and offered much more than he was paid for long before any profit what-so-ever was reached.

One fine family head recently said in a Parent Teacher Meeting that, "summer camping was worth whatever one *had* to pay for it, and that announced fees meant nothing." This is a serious misconception. One might as well say that milk and meat are only worth in the market what one *has* to pay for them under distress conditions. The grocer, selling at below costs in order to stay open, cannot exist long. Neither can a camp director who is misguided into cut rates continue to give the quality of service you *think* you are buying. It is well for fair-minded parents to know that there are probably twenty basic and inescapable expense headings in any sound camp budget that he or she has never thought of.

Even in the kind of camping being offered at a very low cost by certain social organizations—good, bad, and indifferent—the *basic costs are there*. Somebody has to meet them through fees, donations or community funds. Unless you are willing to accept social help (which may be entirely and absolutely all right for you to do) then keep in mind—*somebody must pay the full costs of good camping*, plus a reasonable and fair return on investment and labor, or else quality service cannot be continued for long.

2.—*The problem of securing and building an adequate staff of quality men and women, who can really give your child sympathetic and dependable guidance in growth and development, is a very involved one*, indeed, and is closely related to the costs of good camping. When costs are figured largely on a board-and-lodging basis, there is no money left to pay for quality leadership, so that often counseling services must be sought on a gratis basis which has a marked tendency to reduce its effectiveness, for real, honest-to-goodness camp counseling is a highly demanding full-time job and is, as a matter of fact, the very life of good camping. Understaffed camps are like school systems putting all their money into buildings and playgrounds and then asking teachers to teach for the "fun and thrill of it!" By all reasonably sensible rights, the process should be reversed and adequate teachers selected first at a fair cost, and then the balance spent on equipment. Parents need to know that qualified counselor staffs for any grade of camp cost money—lots of money, and in addition to

salary is travel expense, board and lodging, required compensation insurance, and so on.

Even with funds provided to pay them, the task and expense of finding, selecting and training them is very large. As a plain matter of fact, there are not nearly enough of the right kind to go round *at any price*, and yet the director is expected to find them, train them, and keep them effectively on the job, with little or no money in the budget to cover the expense. The unfortunate result is that camp staffs are often made up largely of unqualified persons who come for a no-expense vacation at the expense of the child because the parent has not realized the primary need for sufficient qualified leadership and expects to pay only for "board and help". After all is said and done, probably the most important job of a director is to enlist, train, and direct a staff qualified to do the real camping job, for the members of the staff are the living, vital, centers of contagion in any camping situation and are what give the camping situation significance after all.

Then there is the necessary *turn-over* in staff that most parents know nothing of. The job is never done; marriage, summer-school requirements, personal desire for travel, change of location on the part of counselors, and now the draft-required military service turn camp staffs into a veritable procession. So to find the right personalities, advantageously located, with desired specialized skills, genuinely interested in counselor work, either as an opportunity for service to youth or as personal growth and progress or both, *is some task*. Yet any given camp will be but the lengthened shadow of its director and his chosen helpers. Discriminating parents, as never before, are coming to insist upon high-grade camp leadership for their children and *expect* such leadership to add materially to the cost of good camping.

3.—Then there is the whole problem of promotion which often is unnecessarily costly in time and money and energy on the part of the director. To a very large extent the camper-parent group still has to be *sold* on camping. They too often do not know what they want or should get from a summer camp experience for their child. They select, for the most part, on most superficial bases. They do not buy schooling that way, or food or furniture or an automobile. Rather than understanding the camp and its director and what they have to offer as an ally in bringing to their children certain fine and desirable and highly essential experiences and practices in democratic living, parents too often sit back and wait until forced into a camp-choice decision by time or by the persistent urging of the child, who naturally wants to go where his friends go, although that may be the very least desirable of many places to go for that particular child.

We venture to say that 25 percent of all children going to any given camp go there because their pals

and cronies are going, rather than because they are seeking any specific experience or result. Thousands of parents say, "Oh, Mary can go wherever she pleases. I want her to be happy." Then they are disappointed because the net results are *not* nearly worth what they cost.

Good camping would gain immeasurably if parents would make their decisions at least three months in advance so that the director might be free to select and train just the right staff, and arrange all details for an effective piece of work in advance, releasing his own time and strength for the things that *are* part of a good camping job rather than being compelled to make an emergency affair of the whole summer set-up for lack of time in planning.

Careful selection, well in advance, in light of particular needs, would be a most practical piece of co-operation on the part of parents everywhere, yet figures show that *fully one half of the whole total country's camp enrollment is made in June of each year, two weeks before camps open* to render a highly potential character-building service to youth. Would not it be wonderful if parents and directors could get together definitely well in advance of the camping season?

4.—Another point: virtually all parents now demand an individualized weekly report of some sort from the camp concerning the health and progress of its camper, but with little or no real understanding of the problem of adequate reports. For many years we have been trying to evolve the most satisfactory kind of a weekly camp report concerning the general well-being and progress of each camper we serve, but without succeeding in devising one satisfactory to all parents, for the reason that the problem in itself presents many difficulties not obvious to parents. We have now tried five different forms and studied reactions.

Some parents want an extensive report, but such a task, with a very full program demanding practically the full 24-hour time of each counselor, is virtually an impossibility, for reports, to be accurate, must be actually written by the counselor in whose cabin any given camper lives. No general person could possibly write all reports and have them true or valuable.

Furthermore, very often a child does not live in the same cabin all summer, and every shift brings a new person to write reports. Naturally each new person sees, appreciates or responds to a different set of impressions concerning the same child. Experience shows that parents do not understand or appreciate these changes—reports written first perhaps by an enthusiastic young counselor who is "just grand" and of finest quality and intention, only to be followed by a more mature and experienced teacher-type who is more conservative and who also has a better reporting technique.

Yet every camp has some young counselors (young

counselors for action) and some older counselors (for wisdom and safety). The combination is inevitable. Parents, not understanding these facts, jump at once to the conclusion that the child is "slumping" or "is not as happy as last week" or that some unfortunate circumstance or incident is being kept under cover, and subtle dissatisfactions develop forgetting that children respond differently to different adult leaders and teachers. Many camps make a practice of shifting both campers and counselors every so often to keep the "crush response" at a low point and keep any chance of favoritism at a minimum (for being human, all tend to respond best to those who in turn respond best to them).

Young counselors often use up all their adjectives concerning a camper in their first few reports, and then comes an unintentional note of conservatism in reports that eager parents are quick to detect and naturally wonder about.

Some counselors (both young and old) have a very much better ability to write their thoughts, observations and conclusions concerning a child than do others. Read at one sitting any 100 reports prepared by a dozen fine women or men, all excellent, able, successful counselors, and you will see this vast difference. Yet, many times the poor choice of one descriptive word spoils a whole report to a parent, who cannot (or never does) view his child objectively. A very funny (and tragically sad) book might be written by any experienced camp director on parents' reactions to even constructively helpful criticism. It is too bad that this is true, but being true is a very real factor in our dilemma.

After all, what is it that you really want to know from a weekly report? Basically two things: Is your child well and happy; is he making normal progress in growth and development, physically and emotionally? If a report then tells you accurately these facts, in relation to age and group norms for your child, then you have all that can be reasonably expected. That means a few thoughtful checks against an adequate form, telling you "satisfactory" or "unsatisfactory" on a dozen major items. It does not and should not necessitate a long letter or too much detail. Yet parents can be so utterly unreasonable about weekly reports!

No counselor or director who is really to deliver a directed program for your child "day in and day out" for the season can possibly write personal letters to each parent each week—and even if they could, such letters would be far from satisfactory for the reasons outlined above, as well as others.

The Personnel Director should, of course, look over all reports carefully each week before they are mailed, but even then mistakes of judgment are sometimes made—that leads us to suggest that ALL correspondence concerning reports should be mailed to

(Continued on page 23)



Courtesy, Camp Northland

Stamina for the Winter

STAMINA for Winter is that intangible, undefinable will 'o the wisp of the parental mind which mothers and fathers desire to attain for their children during the summer months. At the end of the school year, in May or June, parents find their children pale, tired and irritable. This may be entirely commensurate with the nervous fatigue of all members of the family sorely afflicted with spring fever but altogether too frequently the younger members of the family must bear the brunt of the blame. How easily we relieve our nervous tension by taking it out on the children. So arises with the finish of the school curriculum the question of where to send the children for the summer. Where will they derive the greatest benefit and stamina for the coming winter? At the seashore, in the country, in the mountains or in a summer camp?

Assume that the choice is the summer camp. For the expenditure involved parents expect certain results. Rightly camp should pay dividends in restored health for those who perchance have been depleted by a winter's illness, and added physical vitality for

By

Henry E. Utter, M.D.

those who are considered perfectly well when they start for camp. For some unknown reason when we entrust the care of our offspring to an individual or organization we expect greater results than when we keep them under our own influence at home. This should not be true unless we are willing to admit that we have failed in the function of parenthood, that we do not understand our children, or that we have been unable to guide them as we feel that they should grow. If such be the case it is more than probable that our social duties, our club affairs or our business have consumed much of the time which rightly belongs to the home. Unquestionably there are times in the family life when parents and children might for mutual advantage temporarily live apart. Children do become overbearing, intolerant of the parental viewpoint, or out of step with the family schedule of life. On the other hand all parents do not click with their children and psychological conflicts develop which are detrimental to both the adult and child members of the family. While living together, often it seems impossible to change these mental habits of parent

or child and a summer vacation for both is the answer.

It must not be inferred that this is the usual reason for sending children to camp. It is rather the exception than the rule and even if perchance a difficult child is sent to camp for this purpose it is imperative that the child does not know that he was sent for this reason or because of his own peculiarities. Possibly the primary purpose in sending the children to camp should be to give them a really pleasurable treat. A happy summer for the child should be the greatest compensation for our intelligence in making the decision to send the child to camp. The pure enjoyment from the experience is sufficient justification for the experiment.

Having decided to send the children to camp, what may we expect as results in accumulated reserve or stamina for winter? We as parents must not demand too much. We must not be lead into the belief that our children will return home embodying the characteristics of a Hercules or an Apollo. Such rapid transformation in a period of eight weeks cannot take place.

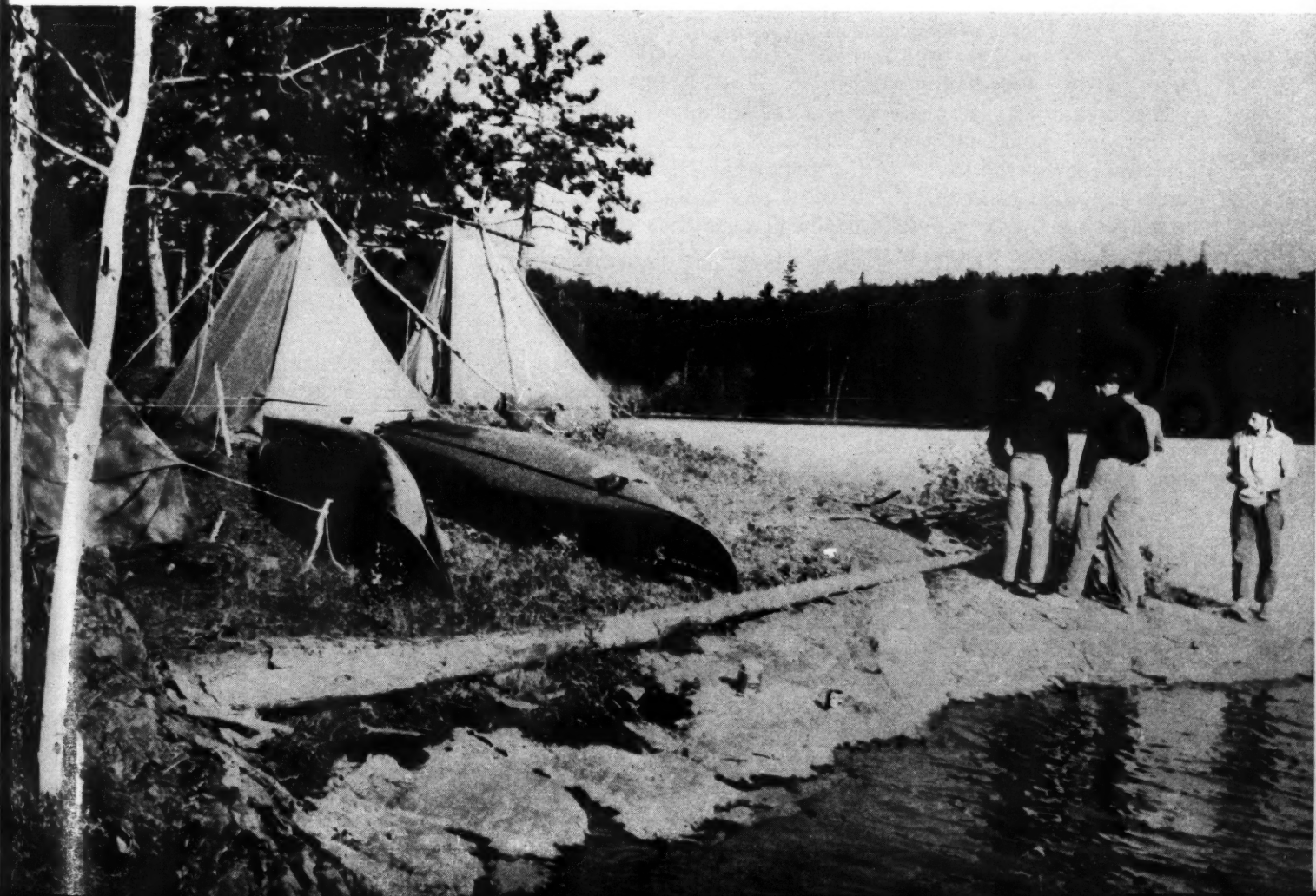
Camp does have its function in the production of health and there are several matters which come to our attention which have advantages over a summer of unbridled freedom at home. Let us consider

them under the subject of stamina for winter; physical, psychological and educational.

Physical.—Good physical health just naturally follows in the wake of a summer spent under ideal circumstances of proper living. Good food, a proper amount of exercise and sleep unite to produce a maximum in health.

Gain in weight is paramount in the minds of most parents and despite the fact that most mothers do not weigh their children, other than babies, during the summer months, they expect that the child will gain in camp. From the age of three to the beginning of adolescence the gain of the average child during the summer months is relatively small. This is the season of the greatest external temperature which produces a maximum amount of perspiration through physical activity. The expenditure of energy in the warm months of the year is hardly compatible with any great increase in bodily weight and parents should not place too much importance upon this matter. All camps do weigh their campers regularly and doubtless proudly point to the accomplishment of their routine of life. Perhaps all camps would be wise to eliminate weighing from their appraisal of the child's health at the end of the camping period. Some children do gain, many remain stationary in weight and not a few lose. Nevertheless all have profited by their summer. Parents and di-

Courtesy, Camp Northland





Courtesy, Four Winds Camp, Washington

rectors might both be happier if less stress was devoted to this matter.

Excessive accumulation of fat has no advantage at any age. The fat, phlegmatic baby, which was the pride and joy of the leader of the sewing circle because its weight exceeded that of all its competitors, no longer sits on the pedestal of fame because of its obesity. No more can any superiority be granted to the runabout or older child because of its preponderance of adipose tissue. Good muscular development with a minimum amount of fat makes the healthier specimen of childhood. The lean, spare, muscular type will always be found at the head of any group of children during a pastime which calls for an expenditure of energy. Strength, not fat, should be the criterion of health. In adult life we consider obesity as a detriment; why not in childhood?

If parents will weigh the children regularly during the months of September, October and November they will be gratified and thankful for their wisdom in sending the child to camp. When the school curriculum comes into force, physical activity ceases to a certain extent and then the child shows the benefit of his summer's vacation. Several years' observation by the writer have proven this to be true.

An increase in height is more likely to take place than an increase in weight, yet the short season at camp hardly allows for any material change in stature. When we realize that with the exception of the adolescent, the average child grows but two inches in height per year, it may be readily understood that any increase in height during the few weeks spent at camp is relatively unimportant.

If we discount weight and height as having any bearing upon the child's progress at camp, what factors then are essential to the health program? The change of climate plays its part but in what tangible manner it does is impossible to state. All of us who change our residence periodically know this. Those

who do not change or take a vacation give ample evidence of the detriment to health by their failure to recognize the importance of a period of relief from their daily routine.

Life itself at camp is conducive to good health. The pure joy of living in the presence of a mature, stimulating counselor staff and a group of children of similar age accounts for much of the improvement in health. Of all the factors in the production of a sound body, rest stands out by itself as of primary moment. When all campers follow the same schedule of hours there is encountered no difficulty in the bedtime hour. Children are content to follow in the trail of what the others are doing. Arduous play in the sunshine of a warm day induces sleep and Sandman has an easy opportunity to wield his soporific wand.

At home, in the country, at the seashore or wherever children remain under the family roof tree during the vacation months, parents wage a continuous battle if they attempt to maintain a satisfactory schedule of rest. Only when a family summers in a secluded spot where the child has few companions is this even remotely possible. Where any colony of people congregate for the summer that

small minority of parents who try to promote the idea of long hours of rest usually find their morale broken and the topsy-turvy day for the child appears; late retirement, irregular meals, particularly breakfast, and late hours of sleep in the morning. This is not the path to health. The morning hours of sunlight, as with a plant, constitute the best growing period of the day. Most flowers reach their height of beauty in the morning and the same is true of the children.

The writer has repeatedly met parents who reluctantly confessed that the summers in which their children were at camp proved more profitable than those spent at home. The difference lies in the matter of sleep and is a feather in the cap of the advocate of a properly supervised vacation of play and rest.

Muscular exercise at camp is far more beneficial than that carried out by the child's own initiative. Tennis and baseball taught by an instructor are more exactly learned. Swimming under a proficient teacher is much more rapidly accomplished than under the child's own guidance. Admitted that at home many children enjoy the tutelage of a trained person in swimming and in other sports, the course is more than likely characterized by many interruptions due

to other diversions. Many camps feature hikes and mountain climbing and there is no form of exercise which calls for greater physical reserve and muscle training. Those adults who have the good fortune to hike over the mountain trails in the summer frequently witness the sad spectacle of both children and adults improperly equipped in footwear and clothing, sitting beside the trail tired and wan. Passing this group comes a party of hikers from a well-conducted camp. How different! The director knows the capacity of each member of his party, the proper equipment and above all the ability of the leader. When we read newspaper reports of persons lost in the mountains, how seldom are they members of a supervised party which understands the dangers of mountain climbing? After training in these matters many a twelve-year-old is far more qualified to attempt a difficult ascent than the inexperienced adult. Parents may contend that their children have plenty of exercise at home but the difference lies in the fact that few adults or children follow a schedule which is of any great value from the viewpoint of real training.

Sunbaths at camp stimulate the growth of the
(Continued on page 30)

Girl Scouts, Inc. Photo by Ruth Alexander Nichols





Trail of an Artist-Naturalist

The Autobiography of Ernest Thompson Seton (New York: Charles Scribners Sons, 1940) 412 pages, illustrated, \$3.75.

For 60 years the pen of Ernest Thompson Seton has been leading people earthward, more relentlessly, more compellingly, and irresistibly than the pen of any other. And now, at 80 years of age, he thrusts once again, this time with the most effective weapon of all. In his other books his wild animals were in the foreground, but lurking always behind was the man himself, intriguing the imagination of the reader. Here the man himself is in the foreground, and the animals that made the other books lurk in the background. We see how each of these stories came into being, and this together with the struggles, disappointments and eventual success of the man himself, makes the best story of all. This is a book of the early years. It is not the story of the author of one fabulous best-seller after another, not the story of the lecturer who eclipsed all others as a box-office attraction—this is the tale of the struggling young naturalist and artist who fought against poverty, ill health and hardships such as few men have been called upon to meet. And like all Seton's books, it is crowded to the brim with woodcraft and nature information, unearthed in those long years of tramping through the wilds of the North and West, to which the bulk of the book is devoted. This fat volume takes us through only 40 years; in fact, three-fourths of it deals with the first 25 years. More fat volumes are needed to complete the story of this man's life—and we hope they come.

Yes, this book is recommended—enthusiastically.

Nature Recreation

By William G. Vinal (New York: McGraw, Hill Book Company, 1940) 322 pages, \$3.00.

A book presenting both the philosophy and the methods of nature recreation. It covers nature experiences in the home, the community, the summer camp, and on trips and trails. There are chapters on conservation and nature games. There are several chapters devoted to tools and aids for nature leaders.

Campfire Tonight

By Richard James Hurley (Ann Arbor: The Peak Press, 1940) 104 pages, \$1.00.

This is a handbook of storytelling methods and materials. After a chapter or two on the techniques of storytelling, the book devotes itself largely to the sources of stories of various types and for various occasions. It also covers verse and non-fiction. This little volume will be valuable indeed both to the beginner desiring to tell stories and to the seasoned performers who want to tell stories better, and to add to their repertoire.

Singing America

Compiled by Augustus D. Zanzig (Boston: C. C. Birchard and Company, 1940) 128 pages, paper, \$.25.

One hundred and twenty songs and choruses for homes, recreation centers, schools and camps. Fifty-two of them are indigenous American folk songs and 30 others are folk songs of other American peoples who have come from lands across the sea. Seventy of the songs are arranged for part singing, 46 for mixed voices, 6 for men alone and 10 for treble voices. Explanatory notes and all vocal parts are given.

Wild Bird Neighbors

By Alvin N. Peterson (Milwaukee: The Bruce Publishing Company, 1940) 283 pages, cloth, \$2.00.

A series of informal sketches, giving intimate little glimpses into the home and social life of thirty-five North American wild birds. All bird enthusiasts will find it interesting and informative reading.

Appraisal of the Social Development of Children at a Summer Camp

By Mary L. Northway (Toronto: The University of Toronto Press, 1940) 62 pages, paper, \$1.25.

A treatise on appraisal, Part I discussing the meaning of appraisal in education, Part II showing in detail how appraisal has been made of one aspect of child development in a summer camp, and Part III discussing the methodology of appraisal.

Sports for Women

By Dorothy Sunddion (New York: Prentiss Hall Incorporated, 1940) 264 pages, \$2.50.

Job Analysis

By John B. Neubauer (San Francisco: San Francisco Boys' Club, 1940) 167 pages, mimeographed, \$.75.

Here is the most thoroughly complete and businesslike job analysis for a summer camp that we have seen. Within our experience it stands unique in the literature on camping. It analyzes in minute detail the jobs of forty-one types of camp employees from the aquatic director to the milk boy and the trail cleaner. It is loaded with pertinent suggestions. The blanks and forms used by each type of official and employee are included. It is a businesslike book that will help every director regardless of experience to run a more businesslike camp.

Camp Personnel Handbook

By John C. Neubauer (San Francisco: San Francisco Boys' Club, 1940) 57 pages, mimeographed, \$.75.

A detailed statement of all of the pertinent information that the camp personnel should know concerning the operation of Camp Marwedel. It will not only be interesting and valuable to camp directors in itself, but will prove helpful and suggestive as a guide to the preparation of similar statements for their own camps. When used as a companion volume to *Job Analysis*, the reader has a complete analysis of all areas of camp organization in this camp.

Four-Eight-Four Sleeping Bag of Down

By S. W. Edwards (S. W. Edwards, Box 331, Silver Spring, Maryland, 1940) 4 pages, mimeographed, \$.10.

Complete instructions and diagrams for making a sleeping bag of down.

Mother's Camps

(Atlanta, Georgia: Federal Works Agency, Work Progress Administration of Georgia, 1940) 13 pages, mimeographed.

Betcha Can't Do It!

A Hundred and Two stunts and practical jokes.

By Alexander Van Rensselaar (New York: D. Appleton-Century Co., 1940.) 168 pages, cloth, illustrated. \$1.50.

ACA Action on H.R. 1074

The bill to provide federal aid for school camps, known as H.R. 1074, failed to receive the endorsement of the A.C.A. at its Washington Convention. A motion that the Association approve and endorse the Bill was defeated after long debate by a vote of 15 to 6.

Last November the Executive Committee of the A.C.A. appointed a committee to study this bill, then known as H.R. 10606. The preliminary report of this committee, which was approved by the Executive Committee on November 30th, endorsed the Bill in its broad aspects but pointed out certain questionable features. These questionable features have been rewritten in the present bill so as to cover the recommendations of the committee.

This committee, consisting of Lloyd B. Sharp, Chairman, Frederick L. Guggenheimer and Marjorie Camp, recommended to the Board of Directors at the Washington Convention that the bill receive the full support of the A.C.A. and that its members work for its passage. The motion covering the recommendations of the committee was defeated.

The Board went on record, however, to the effect that camping is educational in nature, that it should be made available to all children, and that H.R. 1074 should be referred to the Sections for further study.

I Sent My Children to Camp

(Continued from page 5)

counselors could remake children in two months, how they could deal successfully with the most involved psychiatric situations. While it is doubtless true that some camps, properly staffed with experts, do a remarkable work in helping the problem child and his parents, certainly camps as a whole are not fitted to undertake any such work. The normal child does not go to camp to be made over, but rather to live in a joyous, wholesome, relaxed out-of-door atmosphere of work and play with others of his own age, guided by those who are themselves well-adjusted, happy people. I would ask a camp to give a child a happy childlike time, an appreciation of simple pleasures in an outdoor setting, a confidence in himself as able to hold his own among his peers and to like and be liked by them.

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LETTER FROM A CAMPER

Dear Mother:

Just a note before I leave for the big camping trip tomorrow. You don't know how I feel now that I am going. I really feel as if I had accomplished something, something I never dreamed I could do. I feel as if I have taken a new turn in life. I no longer feel like the weak little girl who couldn't do anything because she had asthma. That girl no longer exists and in her place there is a girl healthier and happier because she has realized that she really can do things that other people do and she is no longer out of everything. I know it sounds silly but that is the way I feel.

LETTER FROM JOAN BENNETT

Dear Mr. Mason:

The memories of my camping days are very pleasant ones. Although it was seventeen years ago, I remember my happy experiences there as if it were yesterday. It is surprising to me that even though I am living three thousand miles away, at least once a year I meet girls who were at Aloha at that time.

I think camping for both boys and girls affords wonderful opportunities for character development. Everyone realizes, I am sure, the obvious advantages, such as sports, nature study, and the general health benefits from living out of doors for two months. My eldest daughter has been going to Douglas Camp at Pebble Beach for three years, and I believe she looks forward to her two months at camp each summer more than anything else.

Sincerely,

JOAN BENNETT

Continuing the Camp's Influence

(Continued from page 12)

perpetuate the friendships begun between children and between counselors and children should become an active and vital part of the winter program.

The fact that only these few suggestions have been made as to ways in which camps and homes may cooperate more effectively is due not only to the amount of space available for this article, but because as yet there has been little experience upon which to draw. We must look forward to a number of years of exploration and planning together. As parents live in and about camps more, and as counselors and directors learn more about the home, school, and community backgrounds of their campers, we will be laying down the foundation upon which a significant venture in education can be built. One thing is certain. The values of the camping experience and the richness of home living will be increased many-fold as we develop effective ways of interrelating the interests, the activities, and the relationships characteristic of each.

Camping Synopsis

Have you invited one of your associates to membership in the American Camping Association? Reach for the telephone and do that now! Thanks a lot.

The Second Annual Conference and Exhibit of the Pennsylvania Section is to be held in the Big Brothers Association, 25 S. Van Pelt St., Philadelphia, March 22, 1941.

The new officers of the Peoria Section of the A.C.A. are Miss Bonita Todd of the Girl Scouts, Peoria, Ill., President; John E. Bertch, Y.M.C.A., Peoria, Ill., Vice President; Miss Frances Thompson, 301 N. Jefferson, Y.W.C.A., Peoria, Ill., Secretary-Treasurer.

There is a limited number of copies of *Digest of Laws Affecting Organized Camping* available from the National Park Service, Washington, D. C. If you do not have this invaluable publication, better write for it today. No charge.

Thanks to the National Capital Section. Everybody attending the Convention in Washington are lavish in their praise of the National Capital Section for the grand job of handling the Convention and for the fine program they developed and presented. The Convention was under the co-chairmanship of Carroll Bryant and Julian Salomon. An untimely illness prevented Mr. Bryant from attending the Convention and assuming the leadership he so much desired to provide. Julian Salomon stepped into the breach however and his capable hands handled both his own duties and that of Mr. Bryant to the complete satisfaction and enjoyment of all of the delegates.

U. S. Camps Operating in Canada. The position that the Foreign Exchange Control Board of Canada has recently taken eliminates the financial difficulties that were contemplated might arise during the coming season by owners and directors who operate Canadian camps and are citizens of the United States. The Board is anxious to have as many American campers come to Canada this summer as possible, and is prepared to cooperate in any way to simplify the foreign exchange dealings of such persons.

Toronto in 1943. Toronto, Ontario, was selected as the convention city for 1943 at the recent meeting of the A.C.A. in Washington. The convention city is picked two years in advance. In 1942 the convention will be at Minneapolis, Minnesota.

The first draft of the *Report of the Workshop on Camp Standards* conducted by the A.C.A. at Clear Lake Camp of the W. K. Kellogg Foundation in November has been published in mimeographed form. The publication has been edited by Hedley S. Dimock as Chairman of the Standards Committee.

Money Raised to Cover A.C.A. Deficit. For the first time in many years the financial report of the A.C.A. showed a deficit for 1940. The report of the Treasurer, W. H. Wones, shows that the income of the Association fell short of the expenditures.

No sooner was this fact announced to the Convention than a move was started to raise the necessary money to cover the deficit. In a space of ten minutes volunteer donations from the floor were made to the amount of upwards of \$2200. Donations from directors not present at the Convention have been coming in constantly since.

The spontaneity and enthusiasm with which this money was raised is proof sufficient of the vitality of the American Camping Association.

The budget for 1941 is not curtailed in any respect and, if anything, increased service may be expected from the Association during the coming year.

Within the next month every known camp director in America will receive gratis from the American Camping Association a copy of a new annual publication, the *1941 Buyers' Guide For Camps*. The *Guide* will contain sources of all materials needed in camps. Look for it—it's a good reference to keep on your desk throughout the year. With the *Guide* will come a questionnaire asking for pertinent information regarding your camp to be published in the *1941 Directory of Camps in America*. Do not fail to return this questionnaire immediately if you wish your camp to be listed in the 1941 Directory.

The Leaders Aid Bulletin, a professional magazine for group leaders and educators who work with groups has just been issued by Group Education Service, 160 Fifth Avenue, New York City. It is designed to study and promote group life. It is a monthly magazine and the subscription price is \$2.00 yearly.

Two camp courses are planned in Toronto this spring. One is on "Basic Principles of Camp Counseling"; this consists of activity groups on games, plays, projects and music. After an hour of these friendly, informal activities the counselors meet in discussion groups. These discussion groups are using a "Counselors' Work Book" in which 128 problems which actually arose in counselors' meetings in camps last summer are listed. It is hoped that by the end of the course a book entitled, "Counselors' Solutions To Common Camp Problems" may be edited. Dr. Carl Williams of the Toronto Welfare Council is chairman of the course.

This course is organized by the Committee on Education and Research of the Ontario Camping Association, Dr. Mary Northway chairman and will be followed by a general camp conference and Fair later in the spring.

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A full report on the four front-line problems that occupied the attention of the 1940 George Williams College seminar which were: developing a more adequate program for older campers; facilitating the democratic process in camp; stimulating creative experience in campers; and camp and other community agencies. Essential reading for the leader who wishes to do a more competent job.
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The Other Horn of the Dilemma

(Continued from page 15)

the General Director and not to the counselor, for in no other way can corrections be made or unsatisfactory points be adequately cared for.

Of course in addition to the weekly report, there should always be the more comprehensive Term and Summer's reports covering the progress of every camper with more detailed comments and recommendations.

Again it is much too bad that parents, as a general thing, rather insist that even these reports be *complimentary* and never critical. Parents want to be told all the nice things. *They do not want to face real problems*, although many insist that they want *both* sides of the question. If you have any doubt about the extreme sensitivity of parents to having their children criticized, ask school people. We have written scores and scores of constructive letters to parents pointing out problems that have evidenced themselves during the camping period of intimate living together along with possible solutions. It is very seldom that such letters (reports) are even acknowledged unless to take issue with the conclusions or the recommendations. The net result is that directors, after having their fingers burned by such experiences, find it naturally expedient to report the *good* and the progress, and thus avoid any issue; in fact, to give much valuable help.

Many fine values to the camper are thus lost each year. The problem is evident, the solution practical and reasonable, but nothing is done about it.

5.—Another very real problem for the director, which only the parent can solve, is the whole matter of *wise and mutually satisfactory handling of the camper's personal funds*—his so-called spending money. A half a hundred fool-proof methods have been devised and tried, and all fail at certain points because the director again has to deal with the fact that *most* campers have never been on any sort of a definite financial policy or plan as to personal allowance. Mostly they have been in the habit of getting all they could as often as they could, and disposing of it purely according to whim. Not one child in twenty, when he comes to camp (probably to handle a little money of his own for the first time) has had any experience in banking his funds, and in drawing personal checks on same, or in keeping even the simplest financial accounts. So that unless very closely supervised (which is next to impossible where say 100 youngsters are involved) he goes through his funds quickly and quite completely forgets what he spent his money for; and when confronted with the final red-ink overdraft, grows indignant and says "Somebody" has made a bad mistake—that it just *couldn't be*.

Most of the larger camps operate personal finances



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on a checking-account scheme of some sort and make weekly or periodic reports to parents (along with the weekly activity report), of deposits and disbursements. It is an amazing fact that very few parents pay the slightest attention to these reports that are prepared at such expense of time and effort and invariably wait until Johnnie frantically wires for emergency funds to come home on. Then the director many times comes in for a sharp rebuke for letting the camper "blow" his money so recklessly. Yet the director finds it very, very difficult to do for a child, in a short camping period, what the parent has never even attempted to do by way of a little simple basic financial training.

Incidental expense of a camper over and above fees should be kept on a cash basis. Over-drawing accounts should never be tolerated by the parent. The child should pay as he goes and then there are no "surprise parties" at the end of a season to make for misunderstandings and bad feeling. Parents should always explicitly instruct a director in writing his or her wishes regarding incidental expense and the director should always provide every parent with printed information concerning the way camper finances are handled at the camp, with a request for cooperation.

It is hardly fair either for a parent to expect a director to build a fine friendly relationship with a camper and then jeopardize it by putting it up to the director to determine that child's incidental expenditures of what is so often his or her very own strictly personal funds to do with as he or she pleases. Grandma slips a dollar into her letter for "something the dear child wants so badly" (usually a new supply of Hersheys) or uncle sends a "bit of change" for extra fish hooks, and *who* is going to decide about how and when and where it is to be spent for the best welfare of the child and the camp? This is primarily the parents' responsibility, *not* the director's and the director by common consent should be relieved of this difficulty. Age of course enters in, making any arbitrary blanket plan unfair. Generally speaking then, incidental and personal funds ought to be the problem of the parent, not the director, and there should be a clearly understood plan and program *before* the child goes to camp so that the director will not be held responsible *after* mistakes are made.

6.—Then there is the problem, never satisfactorily answered of the *letters home from camp*. Some youngsters before coming to camp have already learned to write letters and find personal pleasure in so doing. Such campers of course write easily, often, and voluminously. Parents revel in such letters and read them to the neighbors and friends, and save them as a record of a "marvelous experience," but the *majority* of parents do *not* fair so well. They likely get nothing but a few little notes (mostly re-

quests for things forgotten in packing, or for money for some project) and this is not a surprising situation because often the trip to camp is the first trip away from home for the youngster and his very first occasion to write letters. Naturally he has no skill for the art, plus the fact that camp days and evenings are full of fine, vigorous fun with little or no time for long letters.

The *intention* is usually OK. He brings all the necessary letter-writing equipment, and even perchance makes big promises, but the days slip by and no letter at all of any consequence, and too often again the parent thinks the director is remiss in his check-up and supervision.

Wise directors make their weekly activity report plus a general news letter of the program (or copies of the camp paper) largely take the place of the personal letter, and then require a "Sunday Dinner Letter" from every camper. This does the job partially, but in-as-much as camp letters cannot and ought not ever be censored, the director is more or less in the dark as to just how well posted the home folks are being kept by letter.

It is quite surprising how many parents are really seriously "put out" when camp letters are meager and at once jump at a conclusion and say, "Well, the child just can't possibly appreciate the very real sacrifice I've made for him or he wouldn't treat me that way." *Please be reasonable*. If you know your child is well, happy, busy and in good hands (and you ought to be sure of all these conditions before you turn him over to anyone), then wait till his return home for an intimate personal report in detail.

In the absence of the desired letters, the next best thing is to try to extract the information *you desire* by the direct-question method, even if you have to reduce the answers to a list of 'yeses and nos.' Try it. Perhaps such a letter from you early in the game will prove to be the necessary self-starter that brings without pressure or alarm the desired personal reports.

But there is another side to this letter matter. It is positively amazing how many fine parents are very, very careless *themselves* about writing the child while at camp, at least anything but casual notes. It is not at all uncommon for a camper child to go *two whole long weeks*, his first time away from home perhaps, without a scratch of a pen from home. In our own camps recently was a case like this. When the counselor came to pack a lad to go home he noted six or seven *unopened* letters from the boy's father in the trunk. Inquiring why they had not been opened the lad was embarrassed and not inclined to reply satisfactorily. However the counselor pursued the matter and finally got this laconic reply, "Why read them, they are all alike."

"Alike? How?" persisted the counselor.

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"Well, they all just say, 'be a good boy and take care of your money.'"

Or perhaps some of you will recall the pathetic story in the "Saturday Evening Post" of a few years ago entitled "Not Wanted," which told of a lad's heart-hunger for letters from home while at camp. When he got none (because everybody was busy at home with "important affairs"), he fell to writing letters to himself—great whoppers that he could read aloud to his cabin about what "a great guy his father was as a big game hunter," when he was actually starving for just a bit of a love-note from home!

Parent and director should cooperate closely to make the very most of the letter situation during the camping period, but there should be much patience and understanding about it also.

So we might go on and on. Space will not permit, but there *is* one more important matter that needs consideration—the whole involved practice of giving awards (or rewards or bribes according to how one looks at it). We lost a fine girl this season whom we had served three years happily and effectively from our standpoint but, as we are not given to the disease of presenting everybody an award every few minutes for the things that should be their own reward, this fine, all-round girl, entirely happy in her camp experience, had won no special honors. The parent was

for MARCH, 1941



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disappointed and wrote that in-as-much as the girl "hadn't won anything for all the time she had been with us they thought they would try a different situation."

The whole problem of whether "to award or not to award" is much too big and too involved to be discussed from all angles here. There is certainly something to be said on *both* sides. Unfortunately our public educational system is badly cluttered up with a "jillion" awards from "Scholarship Keys" to "Football Letters," and a vast throng of young Americans have been conditioned to a serious over-appetite for special recognitions, making it a very difficult problem to a camp director to conduct a non-competitive summer camp that will satisfy the youngsters. Yet many thoughtful parents everywhere conscious of our highly competitive and over-organized type of society, are happy indeed to see more and more of the better camps getting away from all sorts of elaborate "merit systems" and providing a type of life where happy, healthful living with a rich program of self-selected fun is the order of the day.

It is quite impossible to get entirely away from all awards (except theoretically) because almost all camps participate in the National Rifle Association matches, the National Archery Program, and in certain regional water and sailing competitions. But the general broad philosophy of encouraging every camper continually to strive to beat his or her own best record is far better than the rampant spirit of rivalry that breaks a camp up into competing units and rewards the *already* capable and outstanding, and further discourages the timid and unskilled.

The aim should be all-round growth and development, with the rooting of just as many *new* interests as possible, always with the understanding that poor work, half-hearted effort and lazy attitude shall be, at all times, taboo. If directors could have the wholehearted cooperation of the parent involved, in this particular, much good could be accomplished that is now impossible.

This much is certain: One of the finest things camp can give to any growing child is actual participation and practice in democratic living. To make this type of experience really effective, the fine spirit (of cooperation and mutual regard) found in true democracy must unquestionably be present in generous amount and of unquestioned quality. *It is very much more difficult to maintain a fine spirit in a highly competitive camp than in one that is essentially non-competitive.* The parent should know this and believe it, and cooperate to achieve it and keep it.

If these brief remarks will serve to help but a few parents get an inside glimpse of the "behind the scene" problems of a successful camp director, they will have served their purpose, for surely being a

successful camp director *is* very, very demanding. A modern successful director must have the wisdom of Solomon; the patience of Job; be a mind-reader; a financial genius; a qualified teacher; father; mother; God! Most parents haven't the slightest idea. So often they expect a summer camp to be a modern Piggly-Wiggly Department Store, streamlined, always ready to function at 100 percent at 50 percent discount. So we come back to where we started: A summer camp to be effective and do its job for growing youth must be a close, friendly, sympathetic, understanding partnership between the child and his parent and the director and his staff.

What do you say?

Do not let *your* child get away to camp this season without talking these and other "inside" matters over with the director who is to be responsible for your child. He will greatly appreciate your interest and desire to help and will try doubly hard to come up to your full expectations.

Good camping is so tremendously potential of good. Let us get all the good, fully understanding these items that seem small and incidental, but that invariably loom large when they go wrong.

Cooperation means friendly together-ness!

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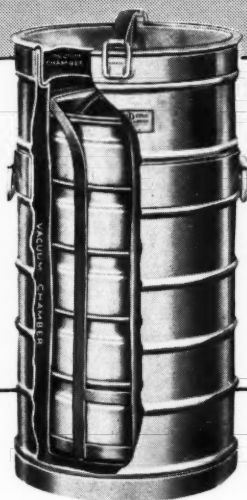
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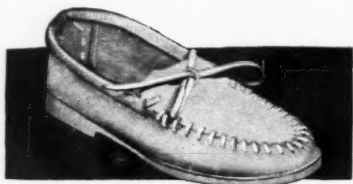
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CAPABLE COOK. Experienced in buying food and planning meals. Wants place in girls' camp. Excellent references. Write Mrs. Dorothy E. Bird, 816 So. State St., Apt. No. 2, Ann Arbor, Michigan.

EXPERIENCED DIETITIAN AND FOOD BUYER desires position. Fifteen years' experience in food management in camps, hotels, cafeterias, etc. Excellent references. Will accept position as head cook. Would prefer Michigan or Indiana camp. Box 157, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

BOYS' CAMP DIRECTOR desires position. Qualified to assume full responsibility or direct program. Teaching and living in residential suburb of Detroit. In position to secure campers. Christian. Write Box 152, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

WANTED TO LEASE OR BUY camp site or established camp suitable for a medium-priced, small private camp for boys in Northern Michigan or nearby Canada. Write Box 153, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

EXPERIENCED CAMP COOKS. Thirteen summers' experience. Excellent references. Colored man and wife. Experience in buying and menu planning. Reasonable salary expected. Permanently employed in college work—summers open. Write Mr. and Mrs. Russell H. Howard, 518 North Fifth Avenue, Ann Arbor, Michigan.

FOR SALE: successful private boys' camp, Great Lakes region; has had over 100 boys, high tuition, called by camp authorities one of best equipped camps in U. S. Net income from \$4000 to \$12,000 a year during past 12 years. Owner considering retiring in near future. Great opportunity for young man with good financial backing who wants career. Write full details as to your experience in camping, financial ability and character references. No inquiries answered until full investigation is made. Must be serious and give promise of success. Write Box 150, Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

MOTHER OF GIRL 7 and boy 5 wants position in summer camp in return for childrens' tuition and transportation expenses. College graduate with teaching and camping experience. Qualified as dietitian and waterfront director—games and nature counselor and general manager. No preference as to locale of camp—resident of Missouri. References. Box 149, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

COUNSELOR wants position in private girls' camp. Fifteen years' training. All types of dancing—has danced in Chicago and Metropolitan Opera Ballets. Eight years' experience teaching children. Also highly trained and experienced in arts and crafts. Excellent references. Lives in Chicago. Address Box 155, The Camping Magazine, 330 S. State Street, Ann Arbor, Mich.

COUNSELORS wanted for 1941 season in girls' camp in Vermont which has been established 28 years: Tennis Instructor and Assistant, Pianist for Dancing Classes, Golf Instructor and Assistant, Head of Crafts and 2 Assistants, Instructor in Riflery, Head of Dramatics and Assistant, Assistant in Dancing. Box 156, The Camping Magazine, Ann Arbor, Michigan.

WATERFRONT DIRECTOR: 9 years' experience as a camper and counselor in Scout and private camps in Michigan, Ohio and Wisconsin. Could handle athletics or other activities. Twenty-six years old; single; Eagle Scout and college graduate. Excellent references furnished. Write Clyde L. Proctor, Michigan State School for the Blind, Lansing, Michigan.

COLLEGE PROFESSOR OF PHYSICAL EDUCATION wishes camping position. Wide experience both in teaching and practical work. Boys' or girls' camp. Wife is art teacher and could instruct in arts and crafts. Address Box 151, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

EXPERIENCED COUNSELOR in waterfront activities, folk dancing and games desires position. Waterfront director at camps sponsored by the Girl Scouts and Camp Fire Girls. Seven seasons as a counselor. Professional teaching experience. Holds bachelor degrees. Mature. White. Protestant. Address Miss Doris Robie, 509 Crosby St., Akron, Ohio.

WANTED: DIRECTOR OF CAMP FOR BOYS located in Massachusetts. Camp operated for eight weeks; seventy-five boy capacity with turn-over each two weeks. Experience necessary—teacher desired who would make directorship a permanent summer vocation. Address Box 154, Camping Magazine, 330 S. State Street, Ann Arbor, Mich.

HEAD COUNSELOR, Teacher, M.A. in Natural Science, twenty years' varied camping. Capable swimming instructor. Can direct nature, campcraft, art, trips or craftwork along with head counselor responsibilities. Write Miss Grace Kelly, 539 W. 156th St., New York City.

COUNSELOR IN GIRLS' CAMP. Eight years' experience as camper. Senior Red Cross Life Saving Certificate. Knowledge of swimming, dramatics, drawing, music and dancing. Piano accompanist. Can do office work. Eighteen years old. One year of college. Address Miss Flora Hoffman, Box 176, Rockford College, Rockford, Illinois.

SWIMMING INSTRUCTOR desires position in girls' camp. American Red Cross Senior Life Saving Certificate. At present teacher of kindergarten work. Also capable of teaching other sports. Mature. Protestant. Address Miss Virginia J. Lawton, Armstrong, Iowa.

DIETITIAN: Home Economics graduate of the Drexel Institute of Technology, Philadelphia. Twelve years' experience as teacher of children from eight to ten years of age in Philadelphia schools. One year experience as dietitian in Y.W.C.A. camp. Write to Miss Margaret M. Currie, 1817 Pine St., Philadelphia, Pa.

CAMP COUNSELOR seeks employment. Can handle all music, waterfront activities, tennis, golf, softball. Can teach and tutor instruments, voice and history. Bachelor of Science, Michigan State Normal College. Graduate work at University of Michigan. Write Mr. Elmer W. Ross, W. K. Kellogg Consolidated School, Augusta, Michigan.

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Camp Is A Safer Place

(Continued from Page 7)

safety takes in the camp of their choice. If we believe in this rather broad approach to camping safety, we should be as much concerned with the methods for achieving safety as with safety itself. Safety education in camp should be so planned as to become less and less necessary; should be of a kind to make the children so educated capable of carrying on under their own direction, a program so hedged in by unnecessary prohibitions or restrictions as to take all of the adventure and thrill from it, could never achieve the ends we seek. It is not hard to conserve life and limb in camp and still retain the full flavor of adventure. Both the camp director and the parent should be able to find a satisfactory level for discussing the safety of the child in camp if these long-range objectives are in the minds of each.

Safety education, long the step-child of pedagogy, gradually is arriving at a place of greater respectability. It is to be hoped that from this recognition will come an understanding of the problem which will cause parents to view with proper alarm this constantly growing monster of death and destruction in our homes and on our highways. Many organizations are engaged in good work in this field. Through its Home and Farm Accident Prevention Program, the American Red Cross has ably tackled one phase of the problem, and undoubtedly is contributing to the saving of many lives. If the camps can make their contributions to safety education through training, through providing an opportunity for the child to learn an easy adaptability to a new environment, through the strengthening of courage and the development of initiative, then a camping experience becomes that much more worthwhile. If, with all of this, camps will provide a reasonably safe background for all activities, well-trained and adequate leadership, the factor of the safety of the child need never be a deterrent to a decision to give a child the never-to-be-forgotten experience of camp. Camp can be as safe as any home—and safer than many!

In What Condition Is Your Camp this Spring?

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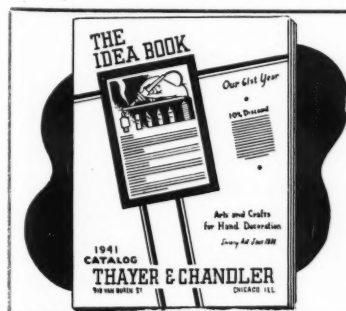
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ERRATA

The Camping Magazine regrets that an error occurred in the article by Norman M. Godnick entitled "Summer Camp Insurance" which appeared in our January, 1941 issue. In the last paragraph on page 20 the sentence beginning "A maximum interest charge . . ." should continue as follows: "of 4% is made on the unpaid balance *after the first year*, making a total interest charge of \$9 and a net saving of \$41 on each \$100 annual premium over the three year period. A slightly larger proportionate amount, \$70 can be saved if the policy is written for a five year period."

The Camping Magazine regrets very much an unfortunate error that crept into C. Walton Johnson's excellent article, "The Role of the Summer Camp in National Defense", in the January issue. The first sentence in the third paragraph read "Such a program would call for less athletics of the more strenuous type . . .". It should have read, "Such a program would *not* call for less athletics of the more strenuous type . . .". Reprints of this article in its correct form are available.



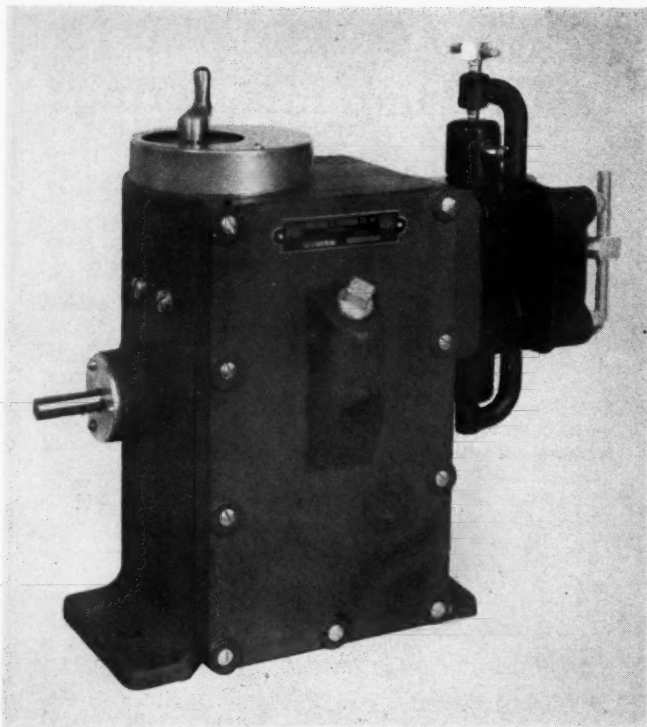
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Stamina for Winter

(Continued on page 19)

skeletal structures of the body. The essential Vitamin-D is formed in the body by a chemical change produced by the ultraviolet rays of the sun. Regular exposure to the sun is part of a camp routine. Needless to state the camp has no monopoly of the sunlight but there is a difference in the extent of the exposure allotted to children. In the city the valuable rays of the sun are filtered out by smoke and dust and many children at home spend the greater part of the morning, when the ultraviolet reaches its peak, in bed. They go inside for the rest hour and for the night. Many children at home spend much time indoors, too frequently with their ears glued to some unwholesome radio program. To relieve a child of the radio curse would be sufficient reason in itself to send the child to camp.

Supervised exercise, sensible meals, with a minimum of indulgence in cake, candy and ice cream, exposure to the ultraviolet of the sun and most important, the long hours of sleep during the night and not during the finest time of the day, the morning hours, place camp on a pedestal unchallenged as one of the predominating forces in the building of physical health. The acquired health means good resistance, increased vitality, a clear eye, a sound mind filled with pleasant thoughts, a relaxed and not an irritable nervous system.

Contrary to the ideas of many parents, good health does not produce an immunity to disease. That this might be true would be the wish of every medical man. Parents are much distressed when after a beneficial summer at camp the child returns home and, after contact with some infection, is taken ill. This is not a manifestation of inadequate camp supervision or a reflection upon the medical care. The contracting of illness is nothing more than a matter of pure luck. The susceptibility of the individual has much to do with this. The difference in individual susceptibility to illness is a subject which greatly concerns the medical profession and the answer is not always easy. This susceptibility of course is variable and much more pronounced in those who are also the subjects of allergy, with the resultant sensitive mucus membranes of the upper respiratory system. The most healthful type of life does not overcome this. Life in a glass cage only can prevent the spread of infection but who of us desires to shut our children away from the usual paths of social intercourse? There is a common parental feeling that the "child's condition" is responsible for any illness to which he falls heir. Without reservation it may be honestly stated that any well child may contract an illness if contact with the disease is sufficiently close. Some years ago the writer saw three

children out of five who went to the same camp return home with a camp-acquired infection and develop pneumonia. All were in excellent condition before the onset of the illness. This was pure hard luck. The most astonishing fact in regard to those children and to many others who fall ill from infections acquired in school after a happy summer at camp, is the ease with which they convalesce from their illness. Therein lies the greatest contribution of the camp to vital resistance. If parents will but watch the remarkable response of the child's body to illness after a healthful summer they will have no regrets for the investment they have made in the child's health.

It will also be seen in large families from which some of the children go to camp while others remain at home, that the campers show a decided superiority in their recuperative powers from an illness. Such illnesses are shorter and milder in their manifestations, bearing testimony to the vitality of the child. Vital resistance produced by a healthful summer is often the deciding factor in the matter of recovery or an unhappy result from a severe and serious illness.

Psychological.—Under this title we may possibly include some of the greatest benefits accruing from a summer at camp. Perhaps for the first time the child leaves the home and its protective security. Every child enjoys this quality of the home and often is reluctant to make the first attempt. At some time he must be taught to depend upon himself, and to many children, a camp experience offers the first opportunity. He may feel the pangs of homesickness upon his arrival at camp but instances of a continuance of this affliction are rare. Children adjust themselves quickly to a change of environment.

Self-confidence develops readily in friendly rivalry with fellow campers. Perhaps some of our camps feature athletic competition but most well-organized camps appreciate the danger of this. Fatigue, both physical and mental, result from excessive indulgence in competitive athletics.

A reliance upon one's own faculties and the assurance of the ability to carry out satisfactorily a given task add much to the process of character building. Even the occasional quarrel stimulates the child to uphold his end without the aid of absent parents.

Leadership rapidly appears in children and with this unselfishness which must be a part of the good leader. Many of these simple traits may exist at home but are brought out more forcibly under the stimulation of group play. Under the home influence the child depends too much upon the parent. Often he is not permitted to follow his own trends and work out his own plans. It is so easy for the parent to help the child when he really should be left to his own devices. As many parents grow older they too often forget their own childhood impulses,

their mental appraisal of the facts of life as seen through the eyes of the child, and above all they lose their appreciation of childhood pleasures. The spirit of youth, too frequently suppressed, is stimulating. The spirit of advancing years, unless it retains the spark of enthusiasm generated in childhood, lands us in the realm of intolerance, prejudice, irritability and unhappiness. Parents should not lose their ability to comprehend the child's viewpoint.

The child who is suppressed, pampered, overindulged with everything his heart desires and often overloved by emotional parents, needs a period of respite from the parental environment. Such a child often develops behavioristics antagonistic in character which are really but outward manifestations on the part of the child of a defensive mechanism, a revolt to maintain his freedom of thought. Most of the psychological problems of childhood are in direct proportion to the nervous fatigue of mothers and fathers.

Camp does much for this type of child. It allows him to escape from his mental conflicts with parent or governess, teaches him self-assertion and builds up his personal morale in a manner exceeded by no other form of recreation. The child learns in camp the proper value of courtesy, honesty and goodfellowship. Perhaps he learns that things which are good and worthwhile are those for which he offers some compensation for their acquisition. Possibly he appreciates that to give forms the real secret of material happiness.

When the child is absent from the home it gives the parent, more often the mother, time to balance her reason, rest her tired mind and change her mental habits concerning the child, particularly those which tend through oversolicitation to make her child unhappy. Ritual, routine and restriction thwart the child's ambitions; he craves independence of thought and action. How much we really can learn from our children if we will only listen to them!

Another mental habit which usually is cured at camp is the extremely common one of faulty appetite. This arises in the home again through the apprehension on the part of mothers lest their child starve in the midst of plenty. This is out of the question. Parents are amazed at the physical energy generated by such small quantities of food. As a matter of fact children under nine remain well and strong on relatively small quantities of food and this is tangible evidence of the fact that most adults habitually overeat. Too often adults would profit by the wisdom shown by their children in this matter. Needless to state children should have a diet properly balanced in regard to fats, proteins, carbohydrates, minerals and vitamins, but their assimilation of these important elements would be greatly enhanced if they were not subjected at every meal to coaxing, coercion and bribery.

What is done in camp to change this mental attitude on the part of the child concerning the matter of food? There may be an occasional child who requires some individual attention; this is usually the one with extreme mental activity who is so busy with camp activities that he is bored at the interruption necessary for meal hours. Generally speaking no treatment is necessary other than the removal of the child from parental domination. To remain permanently cured bad eating habits must be treated with casual indifference upon arrival home from camp. Provision of a proper menu will be all that is necessary.

After a summer at camp, children are always glad to return to their home and appreciate the comforts which they had little noticed before they went away. If the parent will but co-operate with the child upon his return and avoid the pitfalls which caused the antagonism between parent and child before departure for camp the summer will have resulted in mutual benefit for both parties. Stamina for winter will manifest itself in the form of a happy, pleasant relationship between parent and child.

Educational.—The mind needs stimulation and exercise as well as the physical body. The idle mind quickly gets into trouble. The active mind may get into trouble but under proper guidance the mental trends will more than likely take form on a high plane of thought. Many parents express the idea that children should have each year a period of complete vegetation, a word which denotes complete mental inactivity. It is the manufactured excuse of many adults for their own mental sluggishness. The child's mind is a dynamo of potential electrical activity. It will not rest or remain quiet any more than will the waters of the Mississippi River. It constantly seeks outlets of expression. The routine of camp life devotes some time each day to the informal study of interesting subjects. The fund of knowledge which an energetic camper gleans from his camp experience will be invaluable to him in the future. Many lifelong hobbies have their beginning in camp. A period of study devoted to geology, astronomy, ornithology, botany, the classifications of indigenous trees and observations on the life of wild animals acts as mental stimulation to further interest in such absorbing subjects.

At a seashore camp instruction in the art of sailing with the study of winds, ocean currents, tides and weather observations add much to the child's fund of knowledge. All camps develop the intuitive power of the child in that all important function which might be called the sense of space. This involves all the faculties of sight, hearing, the tactile sense and balance. It is the sense which gives one the power of protection. It expresses itself in the knowledge of how close one may approach a precipice, of what type of foothold lends the greatest security in mountain

climbing, the types of trees which are the strongest when we need the aid of their branches in rock climbing, how far we may permit a sailboat to keel over before coming into the wind or the degree of roughness of the surface of a lake which will safely allow transportation by canoe. It is the sense which teaches one the protection which may be derived from the elements of nature.

All children should have some mental stimulation during the summer months. To cease all study during vacation means a waste of valuable time. How often adults find themselves trying to catch up in some study which might easily have been mastered in the spare moments of childhood. The school child is too much preoccupied with specific matters of the school curriculum during the winter to allow time for additional studies which may cultivate the mind in summer.

Parents expect to find time to teach their children many facts in the manifestations of nature but the children are usually grown up before this time arrives. Few children who live at home during the summer carry out much study, unless under the incentive of a tutor and that means as a rule merely the work of the school year in which one has failed.

In the home too many hours are spent in sleep to overcome the exhaustion of late nights. Excessive rest in bed is the champion of the forces of mental lassitude. Too often sleep is taken by children as an excuse to eliminate from their lives the necessity of some task which to them seems arduous and void of interest. Sleep is used too often as an escape from the stern realities of life.

After a summer at camp parents express their delight at the fund of knowledge acquired during their absence from home. The impressionable mind of the child grasps interesting facts of life when properly presented to him with the most remarkable ease. These matters enhance the value of school work and the mind which is not allowed to remain idle during the summer more readily takes up the work of the school in the fall. Thus does camp prepare the child for the study prescribed by the school in the fall.

Stamina for winter is acquired by the employment of many factors relating to health. The strong body should harbor a strong mind, but brute physical strength in itself is of little value without proper attention to many fine qualities in character. These can develop through contact with an environment dedicated to the principle that a fruitful life can exist only through a combination of physical and psychological growth. In turn both may be thwarted without educational stimulation of these faculties. The three go hand in hand and the one is helpless without the other. Real health exists when a vigorous body is dominated by a well regulated mind which is forever increasing its own potentialities by continuous study.

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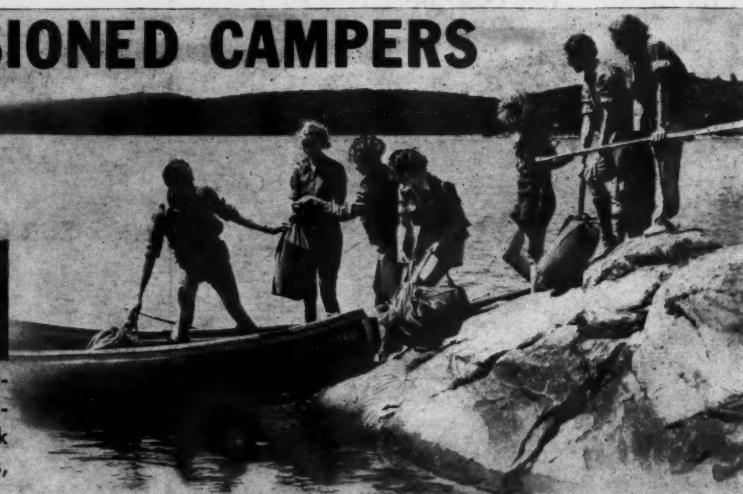
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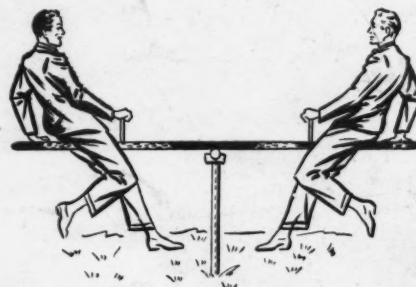
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